**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.OA.1**  **The Envision Lesson: 6-6 Problem Solving; Draw a picture and write a number sentence** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) some kids get too elaborate in their drawing instead of seeing it as a tool to solve a problem. * How will you prevent these failures? Insist on simplicity (circles instead of fish for example) * What will you do to maintain consistency? Reminders * How will you know if it is working? Observation |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* XX * *Interactive Math Stories* * Math Journaling * *Spiral Review*  XX * *Problem of the Day XX* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? No new vocabulary. Should review previously introduced terms (doubles, near doubles, addend, sum) 2. How will you provide multiple opportunities for vocabulary to be used in context? Used in discussions involving the higher level thinking questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Pencils 2. Will each student have enough materials to model the problems? Yes   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? On the worksheet 2. How will you check for understanding during this phase of the lesson? Visual observation and grading the paper 3. Will you use the *Extend?* Yes 4. Will you use the *Link to Investigations*? No | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook XX   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Worksheet 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*. XX    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes – the whole lesson is problem solving | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? all 2. Where will students record their work? Worksheet 6-6 3. Will you collect, grade and record the independent practice? yes 4. How will you check for understanding? Grade problems 5. If students do not finish the problems assigned for independent practice, will these problems be homework? No – pull students aside for individual/small group work | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   + Look at students completed work and journal entries XX   Formative Assessment Tools   * + *Topic tests* (online or in text) XX   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) XX | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project XX*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? Center Time 2. When will you give directions on how to play? Before going to center 3. What materials will be needed for the activities? Pencils/crayons; counters 4. Will you work with the Intervention group? Yes 5. How will you determine which activities will be assigned to each group of students? Based on work completed | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? No 2. Will you discuss homework? Is so, when? | |